DOCUMENT RESUME

ED 386 985 HE 028 566

AUTHOR Yankosky, Richard; And Others
TITLE A Statewide Community College Model for Measuring Faculty Workload. AIR 1995 Annual Forum Paper.
PUB DATE May 95
NOTE 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Data Collection; Evaluation Methods; *Faculty Workload; *Full Time Faculty; Higher Education; Information Needs; *Institutional Research; *Management Information Systems; Personnel Data; *State Colleges; *Teaching Load
IDENTIFIERS *AIR Forum; *Maryland

ABSTRACT

A statewide system of reporting faculty workload for the 18 Maryland state community colleges is described, and study findings on faculty workload are presented. Data are collected for full-time teaching faculty who are tenured or on continuous contract. Major findings include: 89 percent of faculty workload is spent in formal classroom instruction; the statewide average for released time is three hours annually per faculty member (approximately one class); 83 percent of full-time faculty teach eight or more classes annually; a typical full-time faculty member generates an average of 547 student credit hours annually, and a typical full-time faculty member teaches an average of 21 students per class. The format for the faculty workload report is illustrated, and data are presented for the specific community colleges, which are grouped by size (large, medium, small). The data collected cover: number of faculty, contractual teaching hours, released time hours, contractual workload hours, teaching overload hours, total workload hours, contractual sections taught, overload sections taught, total students taught, average section size, and student credit hours. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 985

A STATEWIDE COMMUNITY COLLEGE MODEL FOR MEASURING FACULTY WORKLOAD

Presented At

The Association For

Institutional Research Forum

Boston Massachusetts

by

Dr. Richard Yankosky
Frederick Community College

Ms. Amy Coveyou
Maryland Association of Community Colleges

Ms. Gohar Farahani
Charles County Community College

Mr. Jim Darr
Montgomery College

May 29, 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

AIR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 028 566

BEST COPY AVAILABLE

for Management Research, Policy Analysis, and Planning

This paper was presented at the Thirty-Fifth Annual Forum of the Association for Institutional Research held at the Boston Sheraton Hotel & Towers, Boston, Massacusetts, May 28-31, 1995. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Jean Endo
Editor
AIR Forum Publications

A STATEWIDE COMMUNITY COLLEGE MODEL FOR MEASURING FACULTY WORKLOAD

Introduction

Many public colleges and universities are being asked by state legislators and the public to explain how faculty spend their time. The amount of time full-time faculty spend in actual classroom instruction is currently an issue in approximately half of the states. This national concern about faculty teaching load stems from the recent recession and concern about the rising cost of higher education and greater emphasis on accountability and quality of instruction.

In Maryland, state lawmakers have mandated that public higher education institutions design a system for reporting the teaching load of full-time faculty. Many questions have been raised by members of the Maryland General Assembly concerning this issue during the recent budget appropriation hearings.

The lawmakers are specifically seeking answers to a number of faculty teaching load and productivity related questions. Several of the major questions are: (1) How many undergraduate classes are taught by full-time faculty? (2) How much release time for administrative duties is given to full-time faculty? (3) How many overload classes for extra pay are taught by full-time faculty? (4) How many student credit hours do full-time faculty generate annually? and (5) What is the student/faculty ratio of full-time faculty?

To answer these and other related questions, the Maryland Community College Research Group (MCCRG), in cooperation with the Maryland Association of Community Colleges (MACC), designed a state-wide system of reporting faculty workload for the 18 state community colleges.

The purpose of this study was two fold: (1) to satisfy the legislative mandate and (2) to provide the management teams of each college comparative information about how they were using their faculty resources.

The second section of this paper describes the MCCRG/MACC research design, data collection, and analysis methods. The third section includes a summary and discussion of the major study findings as they relate to the research questions. This information includes the average credit hour teaching load of full-time faculty, the average number of credits of release time given to full-time faculty, the number of courses taught for overload pay for full-time faculty, the average number of course sections taught by full-time faculty, the average number of student credit hours generated by full-time faculty, and the average student/faculty ratios by institution.

The information in section three is presented for individual colleges and for cohorts of peer institutions as measured by size. State-wide and peer totals and averages for the various variables are also presented.

The last section describes the reaction of state lawmakers, college officials, Maryland Higher Education Commission officials, and faculty members concerning the results of this study. This section also describes future research efforts that are planned by MCCRG and MACC related to faculty workload and productivity.

Design and Methods

The target population for this study is full-time tenured teaching faculty and full-time teaching faculty on continuous contract. Division chairpersons who are required to teach as part of their contract and hold faculty rank are included. Full-time faculty who

are on sabbatical leave during the study term (academic year) or who did not work a complete academic year are reported but not included in the analyses. The term of this study is the 1992-93 academic year; summer and winter sessions are not included unless part of the full-time faculty members ten month contract. Overload credit hours are reported but not included in base contractual teaching load. It should be noted that for the purpose of this study one course is equal to three contractual teaching hours.

To gather the data for this study each college submitted an electronic spreadsheet according to the format on page 4 to the Maryland Association of Community Colleges (MACC). The spreadsheets contained the teaching load detail for each faculty member meeting the study criteria and explanations for why certain faculty members were not included (i.e., sabbatical, etc.).

The reported information was then validated by the MCCRG by comparing the number of full-time faculty reported by each college in the spreadsheets to the number of full-time faculty reported by each college in the fall, 1992 to the Maryland Higher Education Commission. This comparison showed a variance of less than one percent for each college. The teaching load information for each college also was reviewed by members of MCCRG for inconsistency.

Format for Faculty Workload Report

A	B	C	D	E	F	G	H	I	J	K
Contractual Teaching Hours	Released Time Hours	Contractual Workload Hours	Teaching Overload Hours	Total Workload Hours	Contractual Sections Taught	Overload Sections Taught	Total Sections Taught	Total Students Taught	Average Section Size	Student Credit Hours
n	*n*	A + B	*n*	C + D	A/3	D/3	F + G	*n*	H/I	A x J

Definitions:

Contractual Teaching Hours

The total workload hours that a full-time faculty member is required to teach, excluding overload and released time. Workload hours are equated credits, not published credits.

Released Time Hours

The total workload hours a full-time faculty member is released from teaching duties to perform administrative tasks. Workload hours are equated credits, not published credits.

Contractual Workload Hours

The total workload that a full-time faculty member contracts to perform. (A + B)

Teaching Overload Hours

The total workload hours taught by a full-time faculty member as an overload for extra compensation. Workload hours are equated credits, not published credits.

Total Workload Hours

The sum of contractual teaching, released time, and teaching overload hours for a full-time faculty member. (C + D)

Contractual Sections Taught

The number of sections that a full-time faculty member is teaching under contract. One section = 3 hours. (A/3)

Overload Sections Taught

The number of sections that a full-time faculty member is teaching on overload. One section = 3 hours. (D/3)

Total Sections Taught

The sum of contractual and overload sections taught. (F + G)

Total Students Taught

All registrations as of the 20% date in all sections taught by a full-time faculty member, both on contract and on overload.

Average Section Size

Total students taught divided by total sections taught. (H/I)

Student Credit Hours

Contractual teaching hours of a full-time faculty member, multiplied by average section size. (A x J)

Major Findings and Discussion

The summary data for all Maryland community colleges looks remarkably similar, due to the fact that the structure of the 18 community colleges is similar. The community college full-time instructional faculty demonstrate a high productivity level, particularly in the number of classes taught annually, the average class size, and the number of student credit hours generated.

Eighty-nine percent of the typical full-time faculty member's contractual workload is spent in formal classroom instruction. The state-wide average for released time is three hours annually per faculty member (approximately one class). Faculty members are released to perform activities such as departmental and committee activities, administrative duties, and special projects and assignments.

Credit hour assignments for full-time faculty do not include office hours and advising; these are a required component of each faculty member's responsibilities. Inherent in each faculty member's workload assignment is classroom preparation time and the associated classroom duties, such as grading papers, course development, etc. The major state-wide findings of this study are:

- 83 percent of full-time faculty teach eight or more classes annually. The percent for large colleges is 85, medium colleges is 81 and small colleges is 80.
- A typical full-time faculty member generates an average of 547 student credit hours annually. The student credit hours at large colleges is 567, at medium colleges is 505, and at small colleges is 517.

- **A typical full-time faculty member teaches nine classes on load annually. This number is the same for large, medium and small colleges.**
- **A typical full-time faculty member teaches one course on overload annually. This number is the same for large, medium and small colleges.**
- **A typical full-time faculty member teaches an average of 21 students per class. The average class size at large colleges is 21, at medium and small colleges is 19.**

MARYLAND COMMUNITY COLLEGES
FACULTY WORKLOAD REPORT - FALL 1992/SPRING 1993
Table 1-A - Summary Data - Totals

College	No. of Faculty	Contractual Teaching Hours	Released Time Hours	Contractual Workload Hours	Teaching Overload Hours	Total Workload Hours	Contractual Sections Taught	Overload Sections Taught	Total Sections Taught	Total Students Taught	Average Section Size	Student Credit Hours
Large												
Anne Arundel	187	5,055.00	555.00	5,610.00	383.19	5,993.19	1,685	128	1,813	39,922	22	111,327
Baltimore	117	3,153.00	357.00	3,510.00	535.56	4,045.56	1,051	179	1,230	26,411	21	66,943
Catonsville	150	4,077.00	371.00	4,448.00	102.00	4,550.00	1,359	34	1,393	32,691	23	95,684
Essex	157	4,208.00	502.00	4,710.00	174.62	4,884.62	1,403	58	1,461	29,164	20	83,841
Montgomery	355	9,580.51	1,069.49	10,650.00	214.18	10,864.18	3,194	71	3,265	69,685	21	204,340
Prince George's	184	4,892.45	607.25	5,499.70	817.65	6,317.35	1,633	276	1,909	35,007	19	90,035
Large-Size Total	1,150	30,965.96	3,461.74	34,427.70	2,227.20	36,654.90	10,322	742	11,064	232,880	21	651,762
Medium												
Allegany	76	2,066.00	208.00	2,274.00	324.00	2,598.00	689	108	797	15,765	20	40,887
Charles	67	1,798.00	212.00	2,010.00	114.66	2,124.66	599	38	637	12,457	20	35,293
Dundalk	43	1,088.57	201.43	1,290.00	146.49	1,436.49	363	49	412	7,423	18	19,946
Frederick	59	1,484.30	243.60	1,727.90	264.25	1,992.15	495	88	583	11,628	21	29,636
Hagerstown	54	1,464.00	156.00	1,620.00	206.00	1,826.00	488	69	557	11,624	21	30,245
Harford	68	1,718.00	272.00	1,990.00	316.00	2,306.00	574	106	680	12,625	20	32,660
Howard	64	1,572.75	355.75	1,928.50	63.00	1,991.50	524	21	545	10,316	20	29,678
Medium-Size Total	431	11,191.62	1,648.78	12,840.40	1,434.40	14,274.80	3,731	478	4,209	81,838	19	217,598
Small												
Carroll	30	792.00	108.00	900.00	20.75	920.75	265	6	271	6,781	25	19,749
Cecil	33	890.00	98.00	988.00	78.25	1,066.25	296	28	324	5,315	16	14,518
Chesapeake	35	925.00	126.00	1,051.00	87.50	1,138.50	308	29	338	6,789	19	18,353
Garrett	13	325.00	65.00	390.00	4.00	394.00	109	1	110	2,189	19	6,496
Wor-Wic	28	755.00	85.00	840.00	26.00	866.00	252	9	261	4,284	17	12,370
Small-Size Total	139	3,687.00	482.00	4,169.00	216.50	4,385.50	1,229	72	1,301	25,358	19	71,855
Systemwide Totals	1,720	45,844.58	5,592.52	51,437.10	3,878.10	55,315.20	15,282	1,293	16,575	340,076	21	940,629

MARYLAND COMMUNITY COLLEGES
FACULTY WORKLOAD REPORT - FALL 1992/SPRING 1993
Table 1-B - Summary Data - Averages

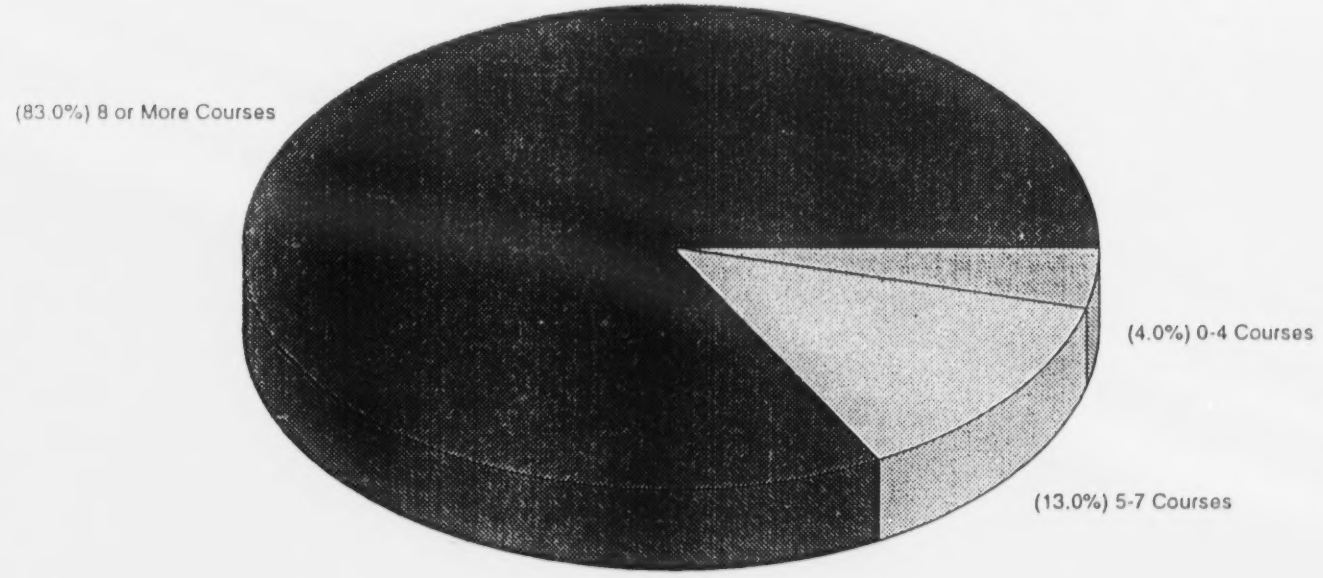
College	No. of Faculty	Contractual Teaching Hours	Released Time Hours	Contractual Workload Hours	Teaching Overload Hours	Total Workload Hours	Contractual Sections Taught	Overload Sections Taught	Total Sections Taught	Total Students Taught	Average Section Size	Student Credit Hours
Large												
Anne Arundel	188	26.97	2.95	29.92	2.04	31.96	9	1	10	213	22	593
Baltimore	117	26.95	3.05	30.00	4.58	34.58	9	2	11	226	21	578
Catonsville	150	27.18	2.47	29.65	0.68	30.33	9	0	9	218	24	642
Essex	157	26.80	3.83	30.64	1.11	31.75	9	0	9	186	20	531
Montgomery	355	26.99	3.01	30.00	0.60	30.60	9	0	9	196	21	576
Prince George's	191	25.46	1.75	27.21	6.49	33.71	8	2	10	164	16	411
Large-Size Avg.	1,158	26.73	2.84	29.57	2.29	31.86	9	1	10	198	20	542
Medium												
Allegany	76	27.18	2.74	29.92	4.26	34.18	9	1	10	207	20	541
Charles	67	26.84	3.16	30.00	1.71	31.71	9	1	10	186	19	521
Dundalk	53	23.73	6.27	30.00	9.92	39.92	8	3	11	138	12	289
Frederick	59	25.16	4.13	29.29	4.48	33.77	8	1	9	197	21	522
Hagerstown	54	27.67	3.48	31.15	3.82	34.96	9	1	10	215	21	580
Harford	68	25.26	4.00	29.26	4.65	33.91	8	2	10	186	19	491
Howard	64	24.57	5.56	30.13	0.98	31.12	8	0	8	161	19	476
Medium-Size Avg.	441	25.83	4.11	29.94	4.11	34.05	9	1	10	185	18	462
Small												
Carroll	30	26.40	3.60	30.00	0.69	30.69	9	0	9	226	24	646
Cecil	33	26.97	2.97	29.94	2.37	32.31	9	1	10	161	16	444
Chesapeake	35	26.43	3.60	30.03	2.50	32.53	9	1	10	194	20	521
Garrett	15	22.47	7.53	30.00	0.67	30.67	7	0	7	151	21	468
Wor-Wic	29	26.59	4.24	30.83	1.90	32.72	9	1	10	156	16	430
Small-Size Avg.	142	26.16	4.00	30.16	1.77	31.93	9	1	10	181	19	493
Systemwide Total/%	1,741	26.45	3.26	29.71	2.71	32.42	9	1	10	193	20	517

MARYLAND COMMUNITY COLLEGES
FACULTY WORKLOAD REPORT - FALL 1992/SPRING 1993
Table 2 - Frequencies of On-Load Courses Taught

College	No. of Faculty	0-4 Courses Taught No.	0-4 Courses Taught Percent	5-7 Courses Taught No.	5-7 Courses Taught Percent	8 or More Courses Taught No.	8 or More Courses Taught Percent
Large							
Anne Arundel	187	10	5.3%	19	10.2%	158	84.5%
Baltimore	117	4	3.4%	13	11.1%	100	85.5%
Catonsville	150	5	3.3%	18	12.0%	127	84.7%
Essex	157	9	5.7%	17	10.8%	131	83.4%
Montgomery	355	0	0.0%	46	13.0%	309	87.0%
Prince George's	184	13	7.1%	22	12.0%	149	81.0%
Large-Size Total/Percent	1,150	41	3.6%	135	11.7%	974	84.7%
Medium							
Allegany	76	1	1.3%	6	7.9%	69	90.8%
Charles	67	8	11.9%	2	3.0%	57	85.1%
Dundalk	43	0	0.0%	9	20.9%	34	79.1%
Frederick	59	2	3.4%	10	16.9%	47	79.7%
Hagerstown	54	6	11.1%	0	0.0%	48	88.9%
Harford	68	3	4.4%	17	25.0%	48	70.6%
Howard	64	8	12.5%	8	12.5%	48	75.0%
Medium-Size Total/Percent	431	28	6.5%	52	12.1%	351	81.4%
Small							
Carroll	30	1	3.3%	5	16.7%	24	80.0%
Cecil	33	2	6.1%	4	12.1%	27	81.8%
Chesapeake	35	2	5.7%	5	14.3%	28	80.0%
Garrett	13	1	7.7%	3	23.1%	9	69.2%
Wor-Wic	28	2	7.1%	3	10.7%	23	82.1%
Small-Size Total/Percent	139	8	5.8%	20	14.4%	111	79.9%
Systemwide Totals/Percent	1,720	77	4.5%	207	12.0%	1,436	83.5%

Workload of Full-Time Faculty

Maryland Community Colleges



Courses Taught On Load Fall 1992 and Spring 1993
Number of Full-Time Faculty=1720

BEST COPY AVAILABLE

Implications and Future Research

The final workload report was presented to the President's Council of the 18 Maryland community colleges in June, 1994. Generally, they felt that the study accurately described the teaching loads of full-time faculty and they unanimously endorsed the study. On October 12, the report was presented to the Maryland Higher Education Commission, Education Policy Committee. The Committee complemented the community colleges for being forthcoming about the teaching loads of faculty. The workload report will be presented next to the full Higher Education Commission and eventually to the State Budget and Taxation committees during the 1995 legislative session.

During the next year MCCRG and MACC plan to design and publish another study that measures faculty teaching loads by academic discipline (i.e.,English, Computer Science, etc.). This study will provide valuable baseline information to each of the community colleges.